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Recommended Citation

State Manual Training Normal School, "The Techne, Vol. 19, No. 5: State Manual Training Normal" (1936). *The Techne, 1917-1937*. 115.

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THE TECHNE

LIFE WITHOUT LABOR IS A CRIME. LABOR WITHOUT ART
AND THE AMENITIES OF LIFE IS BRUTALITY.—RUSKIN.

Vol. XIX

May-June 1936

No. 5

THOUGHTS

When the fight begins within himself
A man's worth something.

—Browning

Be noble! and the nobleness that lies
In other men, sleeping but never dead,
Will rise in majesty to meet thine own.

—Lowell

Then, welcome each rebuff
That turns earth's smoothness rough,
Each sting that bids nor sit nor stand but go!
Be our joys three parts pain!
Strive, and hold cheap the strain;
Learn, nor account the pang; dare, never grudge
the throe!

—Browning

PUBLISHED BY
KANSAS STATE TEACHERS COLLEGE
PITTSBURG, KANSAS

THE TECHNE

Published by the Kansas State Teachers College of Pittsburg
W. A. Brandenburg, President

Vol. XIX

May - June

No. 5

BOARD OF MANAGEMENT

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THE TECHNE publishes, for the most part, papers on educational subjects, though articles on closely related fields are also used. Part of these papers set forth the results of research; others aim at interpretation of current developments. Though some of the discussions will interest the specialist, it is hoped that in every number there will be something useful for the average teacher.

THE TECHNE is sent free to the alumni, school officials, libraries, and, on request to any person interested in the progress of education.

Entered as second-class matter December 13, 1917, at post office of Pittsburg, Kansas, under the act of August 24, 1912. Published five times a year—in October, December, February, April and June.

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SHELLEY'S DOCTRINE OF THE CREATIVE IMAGINATION

By Ernest Bennett

When Thomas Love Peacock wrote his satirical essay, *The Four Ages of Poetry*, to express his hearty dislike for the Lake Poets and his good-natured contempt for modern poets in general, he performed a service for criticism that he little intended, for he opened the way for Shelley's remarkable critical declaration, *A Defence of Poetry*. There was probably just enough of sting in what his friend Peacock wrote to excite Shelley to a definite formulation of the chief critical principle on which he believed his own career based.

"A poet in our times is a semi-barbarian in a civilized community," Peacock had written. "The brighter the light diffused around him by the progress of reason, the thicker is the darkness of antiquated barbarism in which he buries himself like a mole." "The highest inspirations of poetry," he had also asserted, "are resolvable into three ingredients: the rant of unregulated passion, the whining of exaggerated feeling, and the cant of factitious sentiment." Peacock therefore maintained that poets serve no purpose in a civilization guided by the light of science and reason, that poetry is merely a relic of the infancy of the race.

Though Peacock could not have been more than half-serious, whatever sincerity there is in his words harks back to the attitude toward the poets that Plato shows in the *Republic*, even though the attitude is given a decidedly utilitarian twist. Plato would banish the poets because they keep the readers from giving their mind to the most worthwhile themes. Shelley therefore makes it his purpose to show that there is nothing loftier in ultimate values than poetry itself. Hence his ardent plea for the creative imagination as the chief agency in ennobling the life of man.

This thought is the very heart of the *Defence*, rich as it is in glances at other aspects of the philosophy of the arts. By means of this conception Shelley claims for art a province in which it reigns alone, a method of which it alone has the secret. And, of all the arts, poetry is the most efficacious for keeping the human spirit sweet and sound.

Its method is to reveal to men, by means of the exaltation with which it inspires the imagination, the beauty and significance of the world, to take men out of themselves and put them in sympathetic rapport with all life. So lifted up, men must become good. To be greatly good, says Shelley, a man "must imagine intensely and comprehensively; he must put himself in place of another and of many others. . . . The great instrument of moral good is the imagination: and poetry administers to the effect by acting upon the cause."

This is equivalent to saying, in negative terms, that the man with an undeveloped imagination is either low-spirited or vicious.

As a youth, Shelley had believed that man would be good and happy if knowledge were wide-spread and the laws were beneficent. But he came to see that man's badness was more than superficial and that an improvement in his environment would probably leave him essentially the same. Man could be bettered permanently only from within; his spirit, if it was to grow, must be nourished on eternal truth. This truth Shelley found in all great poetry.

There is in this attitude no disregard of the debt which the race owes to religion. The greatest religious teachers, Shelley tells us, are fundamentally poets; the greatest religious literature is poetry. Shelley would, it seems, avow that he himself is a religious teacher.

"Poetry is indeed something divine." It therefore partakes of the infinite. "Veil after veil may be withdrawn, and the inmost naked beauty of the meaning never exposed. A great poem is a fountain forever overflowing with the waters of wisdom and delight."

The ultimate, the mystical source of poetry is therefore the mind of God himself, and the poet is a messenger from God to man. Here Shelly echoes Plato, whose *Ion* he had translated not long before. Plato lived long enough to change his mind; one somehow doubts that Shelley ever would have changed his.

There is evidence that this lofty conception of the nature and power of poetry was not only in the preface to *Islam*, to *Laon and Cythna*, and to *Prometheus Bound* but in the subject matter of various poems as well. The closing lines of the *Ode to the West Wind* are a prayer that the spirit of the universe will make the poet a voice for the quickening of the unawakened earth. Those of the *Hymn to Intellectual Beauty* express his faith in the healing power of that beauty.

Shelley speaks the language of utilitarianism in four or five pages of the *Defence* in order to meet Peacock's attack on its own level. What produces highest utilitarian values, he asks in substance, than an art which tends to prevent man's turning the achievements of a scientific industry to his own destruction? For want of the poetical faculty, he asserts, "man, having enslaved the elements, remains himself a slave." Man already has more scientific and economic knowledge than he knows how to use. He wants "the creative faculty to imagine that which he knows, he wants the generous impulse to act that which he imagines."

From the point of view of our century, Shelley's language is prophetic. Since Shelley wrote one hundred ten years ago, man has conquered a vast additional terrain of the physical universe. But what is

the result that we have seen? The most destructive war that the nations have ever waged, a staggering weight of armament and the curse of fear, universal suffering in the midst of abundance, and a devastating shattering of our spiritual and moral ideals. As Selkirk remarks (*Ethics and Aesthetics of Modern Poetry*, p. 206) about Peacock's conception of civilization, "the fatal flaw in this *emotionless* culture is that it contains no sort of human amalgam strong enough to bind society together."

How much Shelley really proves, however, about the beneficence of poetry by his rapid survey of past civilizations is very questionable. To show that two things exist together is not to establish a relation of cause and effect. Most persons will grant that a period of intense intellectual activity will have as one of its manifestations a flowering of poetry, but it is less easy to see that the poetry is the cause of the general intellectual activity. The parallelism that Shelley points out between the contrasting states of the drama in the Athens of Pericles and the London of Charles II and the contrasting general moral and intellectual tones of those periods, is the most convincing part of the argument on the relation of poetry to a whole civilization. Shelley would have been on surer grounds, however, had he made the Golden Age of Greece to rest on the work of the creative faculty in all its manifestations. At the first glance, he seems to mean this, but one discovers, on a closer reading, that he believes all the other arts caught their inspiration from poetry.

Yet it would be hard to refute his contention that poetry proper is the primary cause of the happy position that woman enjoys in our modern civilization. All literature since the Middle Ages has been colored by the idealistic conception of woman first found in the poetry of chivalry. As an immediate result of that poetry, says Shelley, "love became a religion, the idols of whose worship were ever present. . . . earth became peopled by the inhabitants of a diviner world. . . . a paradise was created as out of the wrecks of Eden." The romantic poets of Shelley's generation and later still paid homage to woman in a not unlike strain. It is not to the credit of our own times that the adjective "chivalric" is no longer used to describe man's attitude toward woman.

It remains to note the distinct advance over all pseudo-classical criticism, including that of Sidney, which Shelley makes in regard to the moral function of poetry. Though the pseudo-classicists, depending on a Renaissance tradition, believed they were echoing Aristotle, it is really Shelley who interprets him correctly and firmly establishes this aspect of the philosophy of poetry. Sidney had written that, whereas philosophy teaches morals by reason and precept and history teaches them by example, poetry uses both methods. Critics and poets held the doctrine of the direct didactic function of poetry

up to the nineteenth century. Shelley protests vigorously against this conception. He puts didactic verse on a low level. The didactic poet, he says, is merely an interpreter, not a creator, of virtue. The wholesome effect of poetry is diminished in exact proportion to the degree in which it becomes didactic. The highest "poetry acts in another and diviner manner."

Shelley perhaps here gives us a hint as to one of the reasons why men still devote themselves to "the world, the flesh, and the devil," despite the incessant sermonizing to which they are subjected. Modern sermonizing is chiefly moralizing and scolding. What the age needs is more poets in the pulpit, at the scenario writer's desk, on the staffs of the popular magazines. Men might then see more frequent visions of eternal truth.

FILMS AVAILABLE FOR THE BIOLOGY CLASSROOM

J. A. TRENT

Repeated requests from Biology Teachers concerning information as to films available and their sources prompts this compilation of 16 mm. motion picture films, which are available, and may be used in teaching the various phases of Biology— Agriculture, Botany, Zoology, Physiology, Health and Hygiene. Due to the fact that the 16 mm. film is rapidly replacing the 35 mm. film as a standard for classroom use explains the reason for dealing with the 16 mm. films alone. It is not the intention to vouch for the value of the films listed, especially to those for free loan, but merely to list a number of them, state their sources, give something of their nature and conditions by which they may be obtained for classroom use. Many of the free films are valuable as teaching aids, while many have no definite value. Of course, it must be remembered that the free films are produced by commercial concerns, and the advertising of their products is the chief aim for their production. This necessitates the use of discretion in their use in and applications to classroom work.

Possibly the expression "free film" needs explanation. By a "free film" we mean one which is available from industrial concerns without rental charge. Transportation both ways is the usual charge. In some cases there are special requirements, and it is well to make inquiry before attempting to schedule the film. Films must be scheduled for a definite period of time, and it is well to schedule them as far in advance as possible in order to get the best service. Teachers should make special effort to comply strictly to regulations, so that concerns responsible for distributing the films may be of most service.

There is also included a list of sources of films for rent and sale. The best teaching films will, of course, be found here. No attempt has been made to list the numerous films available for biological instruction. Due to the lack of space the films have therefore, been grouped under broad groups, with their approximate number and cost. Sources of sound films are also given. Teachers, who are interested, should write directly to the concern for particulars.

There is also being listed a bibliography for those who are interested in the place of motion pictures in education. The references listed are more or less of general nature; the title suggests the contents. Also a few "Master Sources" of films of greatly diversified nature are listed for those who may be interested in films for other subjects in the curriculum. Do not write to them for films, as they merely list the various films available. Such is the purpose of this compilation for Biology alone.

FREE FILMS

All films are 16 mm. size and are silent unless otherwise stated. These films are available, in the middle west, by paying transportation charges unless otherwise indicated. The number in parenthesis following the title of the film designates the number of reels.

ABBOTT LABORATORIES
North Chicago, Ill.

Haliver Oil (1½), Sound. Benefits of Haliver oil.

AETNA CASUALTY AND SURETY COMPANY
Hartford, Conn.

The Bad Master (1), Sound or Silent. Preventing fires in the home.

AMERICAN MUSEUM OF NATURAL HISTORY
77th St., and Central Park W., New York City

American Eider (1). Shows the nesting and breeding habits and economic importance of the American Eider.

Canoe Trails through Mooseland (1) A picture of Canadian wild life (Courtesy of the Canadian Government).

Monarchs of the plains (1). A story of the buffalo, yak and the elk (Courtesy of the Canadian Government).

Banana Land (1). Bananas from the tropic to the table (Courtesy of the United Fruit Co.).

Birds of Bonaventure (1). Views of the Canadian bird sanctuary at Bonaventure Island in the Gulf of St. Lawrence (Courtesy of the Canadian Government).

Our Daily Bread (1). Evolution of the wheat industry (Courtesy of the General Electric).

Corn Growing (1). Tilling the soil—planting and harvesting corn (Courtesy of the Corn Products Refining Co.).

Digging up the Past (1). Assembling fossilized bones of prehistoric monsters (Courtesy of the Canadian Government).

Enemy of the Forest (1). Fire prevention picture (Courtesy of the Canadian Government).

Fish and Fishing for Everybody (1). The fish industry of Canada—operation of fish incubation (Courtesy of the Canadian Government).

From Catch to Can (1). The sardine industry off the coast of Eastern Canada—shows operations from the time the sardine is caught until it is canned (Courtesy of the Canadian Government).

Nomads of the Sea (1). Gulf of St. Lawrence, the home of thousands of sea-fowl (Courtesy of the Canadian Government).

Science, Guardian of our Milk Supply (2) Testing milk for bacteria and butter fat—shipping and pasteurization of the milk (Courtesy of Bordens Farm Products).

Victory (Milk) (2). Proves milk essential in a healthful diet (Courtesy of the Dairymen's League).

AMERICAN OPTICAL COMPANY

Southbridge, Mass.

Through Life's Windows

AMERICAN SOCIETY OF BAKERY ENGINEERS

1541, Burchwood Ave., Chicago, Ill.

Enzymes (3).

Microscopic Plant life in the Bakeshop (2)

AMERICAN SOCIETY FOR CONTROL OF CANCER

1250 Sixth Ave., New York City

This Great Peril (2) Danger of quack medicines and quack doctors (Must be secured by physicans or through medical societies)

BAUSCH AND LOMB OPTICAL COMPANY

653 St. Paul Street, Rochester, New York

Eyes of Science (3). Theory and manufacturing and application of scientific optical instruments

BELDING HEMINWAY CORTICELLI

119 W. 40th St., New York City

From Cocoon to Spool (1). Life cycle of silkworm and manufacturing of silk

CARNATION COMPANY

Oconomowoc, Wis.

Milk (1)

CASTLE FILMS

Wrigley Building, Chicago, Ill.

Golden Health (1). Culture of citrus grooves—picking and packing the fruit—their value in the diet.

History of Corn (1) Life cycle of the corn plant

About Bananas (1) Life cycle of banana plant

Secrets of Citrus (2) Preparing citrus fruit dishes

COLGATE PALMOLIVE PEET COMPANY
105 Hudson Street, Jersey City, N. J.

Four 1 reel dental films available for educational purposes.

CEREAL SOAPS COMPANY INC.
334 East 27th Street, New York City

Red Head (1) What hair is and how to care for it.

CHICAGO FILM COMPANY
1322 Belmont Ave., Chicago, Ill.

From Pod to Palate (2) Growth, harvest and process of canning the pea crop.

Seeing How You See (1) Compares the eye to the camera, also common faults of eyesight.

COWARD SHOE INC.
270 Greenwich St., New York City

Posture (1). Importance of posture—its ill effects when poor and how to attain proper posture.

DAIRYMEN'S LEAGUE COOPERATIVE ASSOCIATION INC.
11 West 42nd St., New York, N. Y.

The Milky Way

FILMS OF COMMERCE
35 W. 45th St., New York City

Drinking Health (2). Health habits to be encouraged

GENERAL BIOLOGICAL SUPPLY HOUSE
761-763 East Sixty-ninth Place, Chicago, Ill.

Vivarium Views (1). Methods of establishing aquaria and "close ups" of some of the common aquarium and terrarium animals.

GENERAL ELECTRIC CO.

Visual Instruction Section Schenectady, New York
Revelations by X-ray (1). Revolution in medicine and industry due to X-ray.

GOODYEAR TIRE AND RUBBER COMPANY
Advertising Dept. Akron, Ohio

Conquering the Jungle (1), Sound. Transformation of Sumatra jungles to rubber plantations.

Conquering the Desert (2), Sound. A great cotton plantation in

Arizona.

The Island of Yesterday (1), Sound. From jungle to rubber plantation.

New Way Farming, Sound.

HANCOCK, JOHN

Mutual Life Insurance Co. 197 Clarendon St., Boston, Mass.

Preventing Diphtheria (1) Importance of Immunization

Garden of Childhood (1). Good care and surroundings for the children.

Why be Careless? (1)

HEALTH PRODUCTS CORPORATIONS

323 West Polk Street, Chicago, Ill.

The Search for the Elusive Vitamins A and D (3). Deficiency cases and their remedies.

HILL, DR. DAVID B.

1st National Bank Bldg., Salem, Oregon

The Life of a Healthy Child (1). Proper care of teeth and selection of food.

KOLYNOS TOOTHPASTE CO.

New Haven, Conn.

Clean Tooth Story (1)

Priceless Pearls (1)

LAROS SILK CO. R. K.

Bethlehem, Pa.

The Story of Silk (1)

METROPOLITAN LIFE INSURANCE CO.

1 Madison Ave., New York City

Working for Dear Life (1). Argumentation in favor of annual physical examination.

New Ways for Old (1). The history of combating diphtheria

Man Vs. Microbe (1). Fight of science against disease

Too Many Pounds (1) Value of diet and exercise to health.

Once upon a Time (1). Safety on highways and streets

One Scar or Many (1). Smallpox prevented by vaccination.

NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS

50 West 50th St., New York City

Preventing Blindness and Saving Sight (2). Care of eyes and correction of eye defects.

NATIONAL PARKS, BUILDINGS AND RESERVATIONS
Washington D. C.

Wild life in Glacial National Park (1)

Wild Creatures of Yellowstone (1)

NATIONAL TUBERCULOSIS ASSOCIATION
Secured through the State T. B. Association in Many States.
Topeka, Kansas

The Doctor Decides

Delay Is Dangerous

Tuberculosis and How It May Be Avoided

NORTHERN PACIFIC RAILWAY COMPANY
Passenger Traffic Department
St. Paul, Minn.

Birds and Animal life in Yellowstone Park (1).

OSBORNE, F. J., HEALTH OFFICER
East Orange, N. J.

A Day With Your Friend in the Health Department (1). Health service in action.

PYCOPE INCORPORATED
Joplin, Missouri

Mouth Health (1). Care of the teeth

QUAKER OATS COMPANY, SCHOOL HEALTH SERVICE
141 W. Jackson Blvd., Chicago, Ill.

Ten Pounds to the Bushel (1). Growth and manufacturing of rolled oats.

Food Shot from Guns (1). Growth of rice in Orient and United States.

RHODES CO., JAMES H.
153 West Austin Ave., Chicago, Ill.

The Sponge Industry, Sound,

ROWLAND ROGERS PICTURE SERVICE
151 W. 46th St., New York City

Inside Out (1). The digestive process

The Flying Bandit (1). Dangers of the house fly and the value of insecticide.

Your Sixth Sense (1) Heat and its effect on the human system and how measured.

Wheat's Worth (2). Diet and its effect on organisms.

SHEFFIELD FARMS CO. INC.

524-526 W. 57th St., New York, N. Y.

Around the World with the Milkman (1)

Milk, the Great White Way to Health (1)

SWIFT AND COMPANY

Union Stockyards, Chicago, Ill.

Feeding the Nation (1)

Chickie (1).

UNITED STATES BUREAU OF MINES

Experiment Station, Pittsburgh, Pa.

Carbon Monoxide (1). Shows the danger of running an automobile in a closed garage.

Learn and Live (1) Teaches the value of first aid.

UNITED STATES DEPARTMENT OF AGRICULTURE

Division of Motion Pictures, Washington D. C.

Approximately 100 films in silent and sound dealing with the various phases of agriculture.

UNITED STATES DEPARTMENT OF LABOR

Children's Bureau, Washington D. C.

Posture (1)

UNITED STATES RUBBER COMPANY

1790 Broadway, New York, N. Y.

The Romance of Rubber (1)

VENARD, C. L.

702 South Adams St., Peoria, Ill.

Health, Happiness and Hogs (2), Sound. A picture on Sanitation.

The Valuable Enemy (2). A story of the Wolf and the Mink.

Well Posted (2).

New Ideas in Husking (2). Corn husking contest.

An Ounce of Prevention. A safety lesson for old and young.

The Legacy (2). Crop rotation picture—with human plot.

Time (2). Farm management picture

Tuning in the Times (2). 4-H Club story.

Eternal Summertime (2). Home Bureau work and the canning club.

Making Hay Time Paytime (2). Methods of raising and sowing alfalfa.

Give the Pigs a Square Deal (2). A Pig Club picture.

Farm for Sale (1).

Ten Years of Limestone (1). Soil building experiences of a Great farmer.

Her Fathers Flock (2). Sanitation and care of baby chicks.

WINTHROP CHEMICAL COMPANY

Division of Motion Pictures, 170 Varrick Street, New York, N. Y.

Modern Methods of Anesthesia

SOURCE OF 16 MM. FILMS

FOR RENT OR SALE

AKIN AND BAGSHAW

1425 Williams St., Denver, Colo.

Rental Prices: 50 cents 1 reel, 25 cents $\frac{1}{2}$ or $\frac{1}{4}$ reel.

With a contract of \$12.50, or more, several industrial films may be included free and $\frac{1}{4}$ reels obtained for a charge of 12 $\frac{1}{2}$ cents per quarter reel. This service is available to Kansas, Idaho, Colorado, New Mexico, Nebraska, Montana, South Dakota, Panhandle of Texas, Utah and Wyoming. All other states add 50% to basic rental charge. Pay the return postage.

SUBJECT CONTENT AND NUMBER OF FILMS AVAILABLE

Agriculture	21
Biology and Nature Study	(approximately) 100
Forestry	4
Hygiene	16
Physiology	14

BRAY PICTURE CORP.

729 Seventh Ave., New York

Selling Price: Most films \$24. There may be a few films for rent.
(Write for particulars)

SUBJECT CONTENT AND NUMBER OF FILMS AVAILABLE

Animal life	247
Plant life	(approximately) 50
Physiology and Hygiene	(approximately) 50

EASTMAN KODAK CO.

Teaching Film Division, Rochester, N. Y.

Selling Price: \$24 one reel, \$12 half reel, \$6 quarter reel.

SUBJECT CONTENT AND NUMBER OF FILMS AVAILABLE

Agriculture	1
Health	37
Nature Study	29

ERPI PICTURE CONSULTANTS INC.

205 W. 57th St., N. Y.

Distributed by the University of Chicago, 5750 Ellis Ave., Chicago.
Write for rates. All Sound films.

SUBJECT CONTENT AND NUMBER OF FILMS AVAILABLE

Plant life	7
Animal life	8

EDITED PICTURES SYSTEM

330 W. 42nd St., New York

Rental Price: 1 reel \$1.50; 2 reels \$2.00; 3 reels \$2.50; 4 reels \$3.00; 5 reels \$3.50; (Most biology films are 1 and 2 reel.) Plus transportation both ways.

SUBJECT CONTENT AND NUMBER OF FILMS AVAILABLE

Plant and animal biology	70
Agriculture	47
Health and Hygiene	14

KODASCOPE LIBRARY

33 West 42nd St., New York

(A subsidiary of Eastman Kodak Co.)

Thirty-four films on the various phases of biology are available. Write for rental rates. Also have membership fees which entitles members to certain privileges and a saving on rental charges.

SOCIETY FOR VISUAL EDUCATION

327 S. LaSalle St., Chicago, Ill.

Rental and for sale. Write for particulars.

SUBJECT CONTENT AND NUMBER OF FILMS AVAILABLE

Nature Study	11
Agriculture	4
Health and Sanitation	3

MOTION PICTURE BUREAU NATIONAL COUNCIL Y. M. C. A.

Chicago, Ill.

Two Types of Films

(1) Free Industrial—Registration fee \$2.00 plus transportation. Approximately 25 films available on the various phases of biology.

(2) Rental—15 Films available on Nature Study and Science.

Also The *DeVry Film Lessons* for Elementary and Junior High School Available at \$1.50 a day. There are about 25 films dealing with Nature Study, Health and Hygiene.

UNIVERSITY EXTENSION DIVISIONS

Having films available to their respective states and in most cases serve surrounding territory.

Kansas University, Lawrence, Kan.

Missouri University, Columbia, Mo.

University of Colorado, Boulder, Colo.

Illinois University, Urbana, Ill.

Indiana University, Bloomington, Ind.

University of Minnesota, Minneapolis, Minn.

Oklahoma University, Normal, Okla.

University of Texas, Austin, Tex.

Brigham Young University, Provo, Utah.

Address the Extension Division when writing.

Extention Division Bureau of Visual Instruction, Boulder, Colo.

Two Types of service.

(1) Rental Prices: Average \$1.50 full reel.

(2) Industrial and scenic films may be obtained by paying a fee of \$10.00 for unlimited service, or 50 cents a subject, and transportation both ways.

SUBJECT CONTENT AND NUMBER OF FILMS AVAILABLE

	Rental	Industrial and scenic
Agriculture	15	26
Biological science	83	16
Physiology, Health, & Safety ..	25	32

UNIVERSITY OF MISSOURI

Visual Education Service, Columbia, Mo.

Rental Price: 35 cents a reel in Missouri plus transportation charges 50 cents outside state plus transportation charges.

Enrollment fee for Missouri \$10.00

Enrollment fee outside state \$12.50 (from Sept. to Sept.1) Unlimited service.

SUBJECT CONTENT AND NUMBER OF FILMS AVAILABLE

Biology	16
Health and Sanitation	6
Agriculture	5

Bureau of Visual Instructions

KANSAS UNIVERSITY

Two Types of Service

(1) Rental—Average \$1.50 for full reel plus transportation both ways. 10% discount when 10 or more scheduled at one time. Approximately 50 films are available dealing with the various phases of biology.

(2) Industrial and Scenic

Registration \$10.00 fee for unlimited service 1 year, or 50 cents per subject plus transportation.

SUBJECT CONTENT AND NUMBER OF FILMS AVAILABLE

	Rental	Industrial and Scenic
Agriculture	8	25
Biology	17	2

There are also about 15 sound films at \$2.50 per reel.

(Cooperates with Colorado University)

Visual Instruction Service

IOWA STATE COLLEGE, Ames, Iowa (1934-1935)

Service fee—1 reel, 50 cents plus transportation; 2 reels, \$1.00 plus transportation; 3 reels, \$1.50 plus transportation; 4 reels, \$1.75 plus transportation; 5 reels, \$2.00 plus transportation; 6 reels, \$2.25 plus transportation. Unless otherwise stated with each film.

SUBJECT CONTENT AND NUMBER OF FILMS AVAILABLE

Agriculture	15
Birds	6
Forestry	2
Health	14
Nature Study	35
Plant Life	9
Safety	7
Soils	1

Some sound pictures are also available

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QUOTATIONS FROM TECHNE FILES

(Note—The following quotations are re-printed from files of the Techne since in the judgement of the editorial board they embody fundamental thinking upon social and economic problems.)

AS SHAKESPEARE SAW IT

“Gold! Yellow, glittering precious gold!
Thus much of this will make black, white; foul, fair;
Wrong, right; base noble; old, young; coward, valiant;
.....What this, you gods? Why this
Will lug your priests and servants from your sides,
Pluck stout men’s pillows from beneath their heads.
This yellow slave
Will knit and break religions; bless the accused;
Make hoar leprosy ador’d; place thieves,
And give them title, knee and approbation,
With senators on the bench;
This it is that makes the wappened widow wed again.”

* * *

Sail—sail thy best, ship of Democracy!
Of value is thy freight—’tis not the Present only,
The Past is also stored in thee!
Thou holdest not the venture of thyself alone—not of the
western continent alone;
Earth’s resume entire floats on thy keel, O ship— is steadied
by thy spars;
With thee Time voyages in trust, the antecedent nations sink
or swim with thee,
With all their ancient struggles, martyrs, heroes, epics, wars
thou bearest the other continents;
Theirs, theirs as much as thine, the destination-port triumph-
ant;
Steer then with good strong hand and wary eye, O helmsman—
thou carriest great companions,
Venerable, priestly Asia sails this day with thee,
And royal feudal Europe sails with thee . . .
How can I pierce the impenetrable blank of the future?
I feel thy ominous greatness, evil as well as good;
I watch thee, advancing, absorbing the present, transcending
the past;
I see they light lighting and they shadow shadowing, as if
the entire globe;
But I do not undertake to define thee—hardly to comprehend
thee.
—Walt Whitman

A LESSON BY SOCRATES

From Forbes Magazine.

Once upon a time, according to an old story, a young man went to Socrates, the Greek philosopher, and said: "Sire, I come to you in search of knowledge. I have heard much about you, and have come a long way to find you. Will you tell me how I can gain knowledge?"

Socrates said: "Follow me." The youth followed Socrates to a body of water and was surprised to see him wade into it up to his waist. He followed him and Socrates grasped him by the arm and head and thrust his head under the water. He held him there until it seemed the youth would surely perish. He dragged him to the shore and waited for the youth to catch his breath; then said, "My boy, what did you most desire when I held your head under the water?"

The youth replied, "Air."

Socrates said: "Go your way and remember that when you want knowledge as much as you wanted air, when you were under water, you will get it."

* * *

DIFFICULTY IN ACHIEVING
FAIR-MINDEDNESS

To take sides to find something to praise or blame, and then follow the purpose of blame or praise to control all one's ideas of a social situation is almost as natural to humanity as it is to breathe. The idler on the bank of a stream can with difficulty observe two chips floating downwards near each other without thinking of them as engaged in a struggle and identifying himself with one against the other. When the conflict is actual and is human, when it includes within itself forces and interests wherein the spectator is already committed by education, prejudice and aspiration, impartiality of observation and report is well nigh beyond human power.—John Dewey in "Introduction" to "Humanity Uprooted" by Maurice Hindus.

* * *

HOW GOOD CITIZENS ARE MADE

"A teacher of any subject who insists on accuracy and a rational control of all processes and methods, and who holds everything open to unlimited verification and revision, is cultivating that method as a habit in the pupils. In current language this method is called 'science,' or 'scientific.' The critical habit of thought, if usual in society, will pervade all its mores, because it is a way of taking up the problems of life. Men educated in it cannot be stampeded by stump orators and are never deceived by dithyrambic oratory. They are slow

to believe. They can hold things as possible or probable in all degrees, without certainty and without pain. They can wait for evidence and weigh evidence, uninfluenced by the emphasis or confidence with which assertions are made on one side or the other. They can resist appeals to their dearest prejudices and all kinds of cajolery. Education in the critical faculty is the only education of which it can be truly said that it makes good citizens."—From Summer's Folkways.

* * *

AN EDUCATIONAL PROBLEM

"If I decry unthinking obedience to the ideals of our forefathers, I am far from believing that it will ever be possible or that it will ever be desirable, to cast away the past and begin anew on a purely intellectual basis. Those who think that this can be accomplished do not, I believe, understand human nature aright. Our very wishes for changes are based upon criticism of the past, and would take another direction if the conditions under which we live were of a different nature. We are building up our new ideals by utilizing the work of our ancestors, even where we condemn it, and so it will be in the future. Whatever our generation may achieve will attain in course of time that venerable aspect that will require new efforts to free a future generation of the shackles that are forging. When we once recognize this process, we must see that it is our task not only to free ourselves of traditional prejudice, but also to search in the heritage of the past for what is useful and right, and endeavor to free the mind of future generations so that they may not cling to our mistakes, but may be ready to correct them."—Frank Boas in "Anthropology in Modern Life."

* * *

THE UNDERLYING PHILOSOPHY

The process of interaction is circular and never ending. We plead for a better, a more just, a more open and straight-forward, a more public society, in which free and all-around communication and participation occur as a matter of course in order that education may be bettered. We plead for an improved and enlarged education in order that there may be brought into existence a society all of whose operations shall be more genuinely educative, conducive to the development of desire, judgment, and character. The desire of education cannot occur within the four walls of a school shut off from life. Education must itself assume increasing responsibility for participation in projecting ideals of social change and taking

part in their execution in order to be educative. The great problem of American education is the discovery of methods and techniques by which this more direct and vital participation may be brought about. We have conceived that the office of the philosophy of education at the present time is to indicate this pressing need and to sketch the lines on which alone, in our conception, it can be met. The method of experimental intelligence as the method of action cannot be established within education except as the activities of the latter are founded on a clear idea of the active social forces of the day, of what they are doing, of their effect, for good or harm, upon values, and except as this idea and ideal are acted upon to direct experimentation in the currents of social life that run outside the school and that conditions the effect and determine the educational meaning of what the school does.—The Final Paragraph of "The Educational Frontier" by William H. Kilpatrick, John Dewey and Others.

* * *

DARE THE SCHOOL BUILD A NEW SOCIAL ORDER?

"As the possibilities of our society begin to dawn upon us, we are all, I think, growing increasingly weary of the brutalities, the stupidities, the hypocracies, and the gross inanities of contemporary life.

"We have a haunting feeling that we were born for better things and that the nation itself is falling far short of its powers. The fact that other groups refuse to deal boldly and realistically with the present situation does not justify the teachers of the country in their customary policy of hesitation and equivocation.

"The times are literally crying for a new vision of American destiny. The teaching profession, or at least its progressive elements, should eagerly grasp the opportunity which the fates have placed in their hands."

—George S. Counts

* * *

GETTING AT THE TRUTH

If everyone who writes and speaks would try to distinguish between what he knows and can prove and what he just loves, hopes and longs for, the intellectual climate would be cleared of a lot of confusing fog. But most of us want to play the role of little gods and to imagine ourselves 100-percent right all the time on every point everywhere. In view of the human propensity for dogmatism and prostration before dogmatism, I should like to see a little evidence at least on the possibilities

of human error and the utility of new searchers for light on physical and human nature.—Charles A. Beard in January 30, New Republic.

* * *

THE ESSENCE OF DEMOCRACY

“Men must learn that liberty can be won only through action—and when won it must be shared. They must realize that restraint on any minority, no matter how obnoxious, injures everyone as it establishes a principle which may in time be used against those now in power. Some day men will realize that it is not a mere phase—that highest ideal of liberty—to be willing to die that other men may have the right to teach what you believe false and dangerous.”

From *The Story of Civil Liberty in the United States*

—Leon Whipple.

* * *

“The most beautiful thing we can experience is the mysterious. It is the source of all true art and science. He to whom this emotion is a stranger, who can no longer pause to wonder and stand rapt in awe, is as good as dead: his eyes are closed. This insight into the mystery of life, coupled though it be with fear, has also given rise to religion. To know that what is impenetrable to us really exists, manifesting itself as the highest wisdom and the most radiant beauty which our dull faculties can comprehend in their most primitive forms—this knowledge, this feeling, is at the center of true religiousness. In this sense, and in this sense only, I belong in the ranks of devoutly religious men.”

Albert Einstein

About the Campus

Ursel Coulson, a sophomore from Mulberry, was chosen president of the student council in a general student election Monday, May 11. Voting in the election this spring reached a new high total.

By the end of summer school nearly 300 students will have received the bachelor's or the master's degree from K. S. T. C. this year. This is an increase of nearly a score over last year's figures. Master's degrees alone total about 70, of which 17 were granted May 28.

Sunday afternoon concerts by the festival orchestra were an innovation at the college this year. At each concert a glee club or chorus from some high school of this section participated as guests. Walter McCray, director of music, conducted the orchestra of 80 pieces. Several soloists were also heard.

Student publication staffs for next fall are as follows: editor of The Collegio, Fred Childress, Joplin; associate editor, Lewis Corporon, Arcadia; business manager, Robert Dorsey, Pittsburg; managing editor of the yearbook, Robert Hitch, Burrton; assistant managing editor, Dorothy Jenkins, Pittsburg.

Mrs. Adele Mehl Burnett, associate professor of English, is writing a series of articles on living Kansas authors for The Kansas Teacher.

William Allen White, famous Kansas writer, delivered the commencement address May 28. The baccalaureate speaker was the Rev. Fred W. Condit of El Dorado. Dudley Doolittle represented the Board of Regents at the commencement.

A K. S. T. C. radio program was given each Wednesday night through the school year at 7:30 over KGGF, Coffeyville, with faculty members as speakers and with students as musicians. Nearly all the departments were represented in the course of the year. It is planned to continue these broadcasts through June and July.

Jascha Heifetz, famous violinist, was the featured artist for the Spring Festival the week of April 21. Music lovers from many communities motored to Pittsburg to hear him. While here he was made honorary member of Phi Mu Gamma, fine arts fraternity for women, and was formally received by Sigma Alpha Iota, music fraternity for women.

C. M. Miller, state director of vocational education, is the new president of the K. S. T. C. Alumni Association and Miss Dorothy M

Pherson, a supervisor in the Coffeyville schools, is the new vice-president. L. A. Guthridge, registrar, was re-elected secretary-treasurer.

Eight new concrete tennis courts have been constructed this spring with government aid. Tennis is an extremely popular sport here.

An interesting exhibit of antique glassware, all of it lent by Pittsburg women, was held by the Art Department during the Spring Festival. The abundance of this kind of art objects in private homes was a surprise to those in charge.

Dr. G. W. Weede, veteran coach in the Kansas Conference, will travel to Germany this summer to attend the Olympic Games, the trip being the gift of students, alumni, and friends. A part of the fund was raised by a college-alumni football game May 8. Dr. Weede has been a member of the college staff since 1919. His present specialty is track and field coaching, though he formerly coached football.

Eighteen members of the faculty have been at the College for twenty or more years.

The sixth annual short course in Rural Education is dated for June 8-19 under the supervision of Prof. E. E. Stonecipher. The special topic this year will be "The Parent-Teacher's Association." Simultaneously with the conference June 8-12, Mrs. Charles E. Roe, national field secretary for the National Congress of Parents and Teachers, will conduct a conference of parent-teacher organizations of this section with the aid of the Home Economics Department and will also be one of the speakers in the short course under Rural Education auspices. This will be Mrs. Roe's second successive summer here.

The College will again conduct a four-week August term immediately following the close of the regular summer session. It will open Saturday, August 1, with enrollment. Only those courses will be taught for which a sufficient demand is apparent.

High School students from four states competed in the Interstate music contest April 22-24. There was a total enrollment of more than 3000. The Interstate scholarship contest on the preceding Saturday drew contestants from 45 schools in Kansas, Missouri, and Oklahoma, and had a total of 633 contestants.

More than 200 alumni attended the Kansas City Gorilla Club banquet at the Hotel Bellerive Saturday, April 4. President W. A. Brandenburg was the main speaker. An alumni male quartet, consisting of Warren Edmundson, Oscar Stover, Robert Myers, and Clair Mills, sang several numbers.

Student agitation against the use of Broadway in front of the College as a speed-way resulted this spring in the slowing down of traffic. Big "slow" signals were painted on the pavements and a traffic officer was put on duty at rush hours.

Ralph T. O'Neil, a member of the Board of Regents, Supt. Kenneth McFarland of Coffeyville, President W. A. Brandenburg, and Miss Eulalia Roseberry of the Geography Department were the principal speakers at the various programs which made up Commemoration Day Friday, March 27. The College celebrated its 33rd anniversary in this festival. The faculty treated the students out of the traditional barrel of apples.

The Festival chorus and orchestra, conducted by Walter McCray, presented "The Messiah" at Parsons Sunday night, March 29, in the Municipal auditorium before an audience of nearly 3,000. An overflow audience was also accommodated in the First Baptist Church across the street. A group of Parsons singers assisting the chorus had been trained by Miss Evelyn Butler. Soloists were Marjory Jackson, Lavon Graham Holden, Claude Newcomb, and Oliver Sovereign.

The track and field squad again won the Central Conference meet at Wichita by one-half point, with Emporia State Teachers College as the runner-up. This was the tenth successive year the College has taken the conference title, if the first one, which was of the old Kansas Conference, is counted in.

A course in Creative Dramatics is being offered here for the first time this summer. It is a course in auditorium work and is especially desirable for grade teachers and teachers in junior high school. Miss Eula O. Jack is the instructor.

Billy Cooper of Neodesha, former K. S. T. C. student, broke the ice of tradition when the American Magazine published six of her poems in its March issue. This is the first time in recent years that the American Magazine has published any poems. Miss Cooper's poems have also appeared in the Christian Science Monitor, the New York Times, and the Household Magazine.

Waylande Gregory, former art student at the College and now a Ceramic sculptor in New York City, recently was awarded the Henry O. Avery prize for his terra-cotta sculpture, "The Young." A picture of this sculpture appeared in the Sunday edition of the New York Times of February 23. Mr. Gregory recently opened an art school in New York City.

A championship honor dinner for the athletes of K. S. T. C., sponsored by the School Affairs Committee of the Pittsburg Chamber of Commerce and the College Athletic Council, was given at the Besse Hotel March 16. Fifty-two athletes representing the co-championship football team of 1935, the co-championship basketball team of 1935, the championship track team of 1935, and the tennis team of 1935 were given awards of miniature gold footballs, gold basketballs, gold track shoes, and gold tennis racquets. Dr. F. C. (Phog) Allen was the speaker of the evening.

Miss Bertha Spencer, associate professor of art, has been appointed to serve on a national committee for the School Arts Magazine with the contributing editor, Professor Alfred Pelikan. Miss Spencer is to make recommendations for the cover, articles, and the general layout of the magazine.